

GRADING/ASSESSMENT SYSTEMS

Code **IKA-R** Issued **9/18**

The primary purpose of grading is to keep parents/legal guardians and students fully informed of a student's progress and to provide continuous and accurate records of each student's achievement for use in instruction. Grading is not to be influenced by pressure from parents/legal guardians. It is not to be used as a weapon for disciplinary purposes.

Grading Scales

Elementary/Intermediate/Middle schools grades (kindergarten through eight)

Letter, number, and standards-based assessments will be used for report cards in the elementary, intermediate, and middle school grades based on the following scale:

- Kindergarten (four- and five-year-olds) and first grade will use standards-based progress reports.
- Second grade will use a combination of letter/number grades and standards-based progress reports.

Grades three through six will use the following:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
U	59 and below
I	Incomplete

Grades seven and eight will use the following:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

Where alternative assessments are being utilized, special administrative permission may be given for alternative forms of reporting to parents/legal guardians.

Those students placed in below grade level groups will receive actual grade earned. However, the fact that the child is performing below grade level **MUST** be clearly stated during each reporting period. This information must be communicated to the parents/legal guardians on all report cards, interim reports, and during all conferences.

High school (grades nine through 12)

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Student progress in grades nine through 12 is reported for all subjects as follows:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

State Uniform Grading Scale (Grades Nine through 12)

Carnegie bearing courses

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900

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South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course with a 60 or higher, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course with a grade below a 60, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show the course title and the level/type of course taken. The grading scale must be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was completed will be used. For courses completed during school years 2015-16 and prior, the following equivalents will be used to transfer the grades into the student’s record:

- A = ~~96 95~~
- B = ~~88 85~~
- C = ~~80 75~~
- D = ~~73 65~~
- F = ~~61 50~~

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For courses completed in 2016-17 and thereafter, the following conversion will apply:

<u>A = 95</u>
<u>B = 85</u>
<u>C = 75</u>
<u>D = 65</u>
<u>F = 50</u>

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the grade will be recorded as a "P" on the transcript, the average will be converted to a numerical grade of 65.

If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average of 60 or above, the grade will be recorded as an "NP" on the transcript.

If the transcript shows that the student has earned a grade of "P" (passing) or "F" (failing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution, an earned credit will be awarded and the receiving school will enter a "P" on the transcript, calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "p."

If no numerical average can be obtained from the sending institution on the "F," the receiving school will enter an "NP" on the transcript, grade entered will be a 50.

The district will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from homeschools and non-accredited schools. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state.

For international students, the district will attempt to gather as much course information as possible from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

End-of-Course Testing and the Credit Recovery Option

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time, and all requirements will apply.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

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- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Physical Education I, or any course that can be substituted for Physical Education I (e.g. Marching Band or ROTC), is not eligible to receive honors weight.

Transfer courses

Home school, private school, or out-of-state non-public school students will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

Advanced Learning Opportunities (ALO), Advanced Placement (AP), and International Baccalaureate (IB), and Advanced International Certificate of Education Courses

The following criteria apply to all ALO courses, the College Board's AP courses and to IB courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only ALO AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for ALOs AP or IB may be weighted as honors but not as ALO AP or IB courses. Quality points awarded to ALO courses cannot be changed based on participation or non-participation in an ALO standardized final examination (i.e. AP examination).
- An ALO AP course can carry only one credit with the quality point above the CP weighting.
- An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e., two weighted credits).
- ~~A standard level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher level (HL) courses in the IB program that require a minimum of 240 hours of instruction.~~

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those

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particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates, to include valedictorian or salutatorian, and may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF ~~and the F~~ (as a 50) ~~and the WF~~ will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal, but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

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If a student fails a course due to excessive absences, the school may record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D, P, NP, WP, FA, or F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course at the same level of difficulty regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, although all attempts for credit must remain on the transcript, only the retake grade will be used in figuring the student's GPA.

Academic Honors*

Students graduating early will be ranked as members of the senior class.

Byrnes High School will identify a valedictorian, a salutatorian, marshals, honor graduates, and highest rank in each class as follows:

- *Valedictorian* - the student who has the highest class rank in the graduation class after the interim of the eighth semester.
- *Salutatorian* - the student who has the second highest class rank in the graduation class after the interim of the eighth semester.
- *Marshals* - the 20 juniors who have the highest class rank at the interim of the sixth semester.
- *Honor graduates* - the top 10 percent of the senior class at the interim of the eighth semester.
- *Highest rank in each class (for recognition at graduation)* - the highest ranking students in ninth, tenth, and eleventh grades at the interim of the current semester. (The interim grades will be used as the projected end-of-course grades.)

In order to be ranked for honors, students must have been in attendance at the high school a designated number of semesters (including the semester in which rank was projected). These will be as follows:

- ninth grade two semesters
- tenth, eleventh, and twelfth grades three semesters

Transfer Students

Students transferring into a high school in this district from a school accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency:

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the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools will be eligible to receive extra quality points for Honors Level, Advanced Placement, and International Baccalaureate courses as long as the transferring courses are clearly labeled.

Students transferring into the high school from a school not accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools will not be eligible to receive extra quality points.

In the event of a situation not covered by this procedure, the administration will determine the proper procedure.

Spartanburg County Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School

*Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School graduates will be included in the overall class rank at Byrnes High School, but will not be eligible to be recognized as Byrnes High School valedictorian, salutatorian, marshals, or ushers. They may be recognized as Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School honor graduates and receive all other appropriate rights and privileges due to their class rank.

The college credit hours earned in the Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School may or may not transfer to other institutions of higher education. Applicants should research institutions of higher education to determine acceptance of these hours of credit.

Issued 10/24/88; Revised 4/25/94, 11/25/96, 6/12/00, 9/25/00, 11/03, 3/26/07, 2/25/13, 9/26/16, 9/25/17, 11/20/17, 9/24/18

MEDICAL HOMEBOUND INSTRUCTION

Code **IHBF** Issued **1/13**

Purpose: To establish the basic structure for the district's provision of medical homebound instruction to students.

Students who cannot attend public school because of illness, accident or pregnancy, even with transportation, are eligible for medical homebound or hospitalized instruction.

The district will provide at least the minimum number of instruction hours as provided in current rules and regulations of the state board of education. All teachers providing medical homebound instruction to students residing in the district must hold a valid South Carolina teacher's certificate.

In order for a student to receive medical homebound instruction, the following conditions must exist.

- The student must be of legal school age.
- A physician, physician's assistant, or properly authorized advanced practice registered nurse (APRN) must certify that the student is unable to attend school but may profit from instruction given in the home or school.
- The student must be approved by the superintendent or his/her designee on appropriate forms provided by the state department of education.
- The student must successfully complete the materials assigned and receive a passing grade from the student's classroom teacher or the homebound teacher in case of extended medical homebound instruction. This requirement is necessary in order for the student to advance to the next grade or to satisfy the state requirements for a state high school diploma.

A student is eligible for medical homebound instruction according to certain timelines as stated in the state board of education regulation.

Should an approved student not be provided the required periods of medical homebound instruction that he/she is entitled to receive, the student is eligible to have the medical homebound instruction made up by the district. This make-up may occur during the student's remaining eligibility for medical homebound instruction or may occur after the student returns to school. The school will not hold make-up periods during the regular school day. If the school delays the start of services for any reason and the student is still entitled to the services, the district must make up the missed instructional periods even if the regular school year has ended.

Medical and student records are confidential subject to the provisions of JRA and JRA-R.

Adopted 11/03; Revised 1/28/13

Legal references:

A. S.C. Code, 1976, as amended:

1. Section 59-21-540 - Special education services for which state aid allowed.
2. Section 59-33-20(c) - Homebound instruction available to certain handicapped children.
3. Section 59-33-30 - Establishment by state board of education of program of specialized education for handicapped children; rules and regulations.

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B. State Board of Education Regulations:

- 1. R-43-241 - Medical homebound instruction.**

BUS SAFETY PROGRAM

Code **EEAE** Issued **9/15**

~~Purpose: To establish the basic structure for a drug and alcohol misuse prevention program for all employees subject to CDL requirements.~~

~~The safety and welfare of students is the first consideration in all matters pertaining to transportation. To that end, district transportation staff will comply with district policies as well as with federal and state law. Staff will immediately report to supervisors any violation of safety policies that threatens the safety of a student or staff member.~~

~~All vehicles used to transport students will be maintained in such condition as to provide safe and efficient transportation service with minimal delays and disruption of such service due to mechanical or equipment failure.~~

~~In addition to the regular state inspections, each school bus will be inspected by the driver regularly before beginning each route to ascertain that it is in safe, clean, and sanitary condition and that all equipment is in good working order.~~

School Bus Drivers

~~In order to obtain any one of the South Carolina Department of Education (SCDE)'s school bus driver's certificates, a driver candidate must successfully complete all requirements established by law and the related tests of SCDE and the South Carolina Department of Motor Vehicles (SCDMV).~~

Physical Exam

Before operating a school bus, a driver candidate will have a physical examination, certified by a medical examiner (i.e., medical physician, osteopathic physician, physician assistant, advanced practice nurse, or chiropractor). The certification must be made on forms provided by the State Department of Education or the United States Department of Transportation. The bus driver candidate will provide the testing administrator with the certified physical examination before taking the school bus driver physical performance test and the commercial driver's license skills test. The bus driver candidate will provide a copy of the certification to the district.

Bus drivers are expected to have a physical examination every two years as required by state law. The district may require additional physical examinations as necessary.

Driving Record

~~A driver candidate must not have more than four (4) points against his/her license or driving record, including no more than four (4) points against his/her license or driving record or a license suspension for a moving violation in the previous twelve (12) months.~~

~~A driver receiving a license suspension for a moving violation or accumulating more than four (4) points after employment will have his/her certificate suspended and will be placed on probation, suspended without pay, or terminated as deemed appropriate by the superintendent or his/her designee based on the nature and severity of the driving offense(s).~~

~~Driving records will be checked on an annual basis as required by the State Department of Education.~~

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DUI offenses

If a bus driver receives a ticket for DUI, he/she will be suspended without pay and, if convicted of DUI, his/her certificate will be revoked, and the driver will be terminated.

Alcohol and Drug Testing

All school bus drivers and driver supervisory staff will be tested for alcohol and drug use. The Omnibus Transportation Employee Testing Act of 1991 requires alcohol and drug testing for persons required to have a commercial driver's license (CDL). The superintendent or his/her designee will implement this program.

The term "drugs" as used in this policy refers to controlled substances as covered by the Omnibus Act including marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

The district prohibits all employees subject to CDL requirements from the following:

- The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement from said individual that the substance does not adversely affect the employee's ability to safely operate a motor vehicle or perform other safety-sensitive functions.
- Reporting for or remaining on duty when the driver uses any controlled substances.
- The use of alcohol under these conditions:
 - reporting for or remaining on duty while having a blood-alcohol concentration of ~~.04~~ .02 or greater
 - possessing alcohol while driving
 - using alcohol while driving
 - driving within four hours after using alcohol
 - using alcohol for eight hours following an accident, if the driver is required to take a post-accident alcohol test

Under the testing program, the district will do the following:

- Test drivers for alcohol and controlled substances before employment. Test drivers for alcohol and controlled substances after certain accidents; any time a supervisor has reasonable suspicion that a driver has violated federal rules; on a random, unannounced basis; and as part of a follow-up or return to duty program.

Procedures for this testing will include an evidential breath-testing device for alcohol testing. Controlled substance testing will require urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services.

- Notify the driver orally or in writing before performing an alcohol or drug test that federal regulations require this test.
- Maintain records of district alcohol misuse and drug use prevention programs.
- Prohibit a driver from working if the driver violates these rules.
- Provide detailed information about drug and alcohol misuse to employees, as well as copies of the district policy, testing requirements, and how and where drivers can get help for substance abuse. The district will maintain testing results and records under strict confidentiality and release them only in accordance with law.

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- Furnish supervisors with at least one hour of training on alcohol misuse and another hour of training on drug misuse.

The district will pay for all pre-employment drug and alcohol testing costs. The district will pay for all current employee drug and alcohol testing including reasonable suspicion, random, and post-accident testing.

The district will make all offers of employment or transfer to covered positions with the district contingent upon drug testing results. The district will not hire or transfer an individual who tests positive nor will the district consider individuals who refuse drug testing.

The district will regard current employees refusing to comply with testing requirements as testing positive. In accordance with board policy, the district will immediately discipline and may dismiss current employees who fall into this category.

Adopted 1/1/74; Revised 3/22/93, 1/23/95, 9/22/97, 11/26/07, 8/27/12, 9/28/15

Legal references:

A. Federal legislation:

1. Omnibus Employee Testing Act of 1991, Public Law 102-143, Title V.
2. 49 CFR Part 40 - Procedures for Transportation and Workplace Drug and Alcohol Testing Programs; Part 382 - Controlled Substance and Alcohol Use and Testing; Part 391 - Qualification of Drivers.

B. State Board of Education Regulation:

1. R43-80 - Operation of public pupil transportation services.

SCHOOL RESOURCE OFFICERS

Code **KLGA** Issued **8/17**

In order to provide a safe learning environment for all students, the board supports the use of school resource officers to expand school safety efforts and to conduct community policing services in and around the schools.

Definition

A school resource officer is a sworn law enforcement officer who has completed the state-approved basic course of instruction and is assigned to the school district to act as a law enforcement officer.

Jurisdiction

School administrators and staff will have the primary responsibility for maintaining proper order in schools and for disciplining students for violations of board policies and school rules. A school resource officer is not a school disciplinarian and will not be requested or permitted to intervene in school discipline matters unless authorized by the district code of conduct. The administrator or other school officials may refer Level II misconduct to the school resource officer or other local law enforcement authorities only when the conduct rises to a level of criminality, the conduct presents an immediate safety risk, or the conduct is the third or subsequent act which rises to a level of criminality in that school year.

Upon observation or notification and verification of a criminal offense by district or building-level administration, the administrator will immediately contact the school resource officer, or local law enforcement authorities if the school resource officer is unavailable or circumstances warrant otherwise. When a referral to law enforcement is required, the school resource officer will be the first line of contact for local law enforcement to ensure that the matter is resolved promptly to decrease significant interruption to the learning process.

The school resource officer is granted statewide jurisdiction to arrest any persons committing crimes in connection with a school activity or school-sponsored event, and he/she will be called immediately to handle a disturbance or emergency regarding a visitor or employee who disrupts the learning environment or school activity.

Roles and Responsibilities

As law enforcement, a school resource officer's roles and responsibilities in the school setting will include, but not be limited to, the following:

- Establish and maintain a close partnership with the school administration and staff to maintain a safe and constructive learning environment.
- Enforce local, state, and federal laws.
- Serve as a resource to administrators and staff concerning law enforcement and child welfare issues.
- Serve as a liaison between the schools and the police or sheriff's department in addressing issues of concern to both entities.

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- Develop educational programs and activities on topics such as crime prevention that will increase a student's knowledge of and respect for the law and the function of law enforcement agency programs.
- Assist in emergency crisis planning and building security matters including, but not limited to, conducting security inspections to deter criminal or delinquent activities; and training school staff on handling crisis situations.
- Provide consultation and support to improve school/law enforcement collaboration.

Memorandum of Understanding

The roles and responsibilities listed above are in addition to any outlined in the requisite memorandum of understanding (MOU) executed between the district and the local law enforcement agency that employs the school resource officer. Prior to the placement of a school resource officer in a school district, a MOU must be executed defining the role of the school district, individual schools, local law enforcement agencies, school administration, and the school resource officer. At the beginning of each school year, district administration will review the terms of the MOU with, and provide a written copy to, both the building-level administration and the school resource officer.

Adopted 8/28/17

Legal References:

- A. S.C. Code, 1976, as amended:
 - 1. Section 5-17-12 - School resource officer definition and jurisdiction.
 - 2. Section 59-24-60 - Requires administrators to contact law enforcement.
- B. State Board of Education Regulations:
 - 1. R43-210 - School resource officers.
 - 2. R43-243 - Special education discipline guidelines.
 - 3. R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

TOBACCO-FREE SCHOOLS

Code **ADC** Issued **5/14**

Purpose: To establish the basic structure for tobacco-free schools.

Use of tobacco and tobacco products

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children, detrimental to the health of staff and contrary to the board's objectives to teach appropriate health values and habits. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100% tobacco-free environment.

In addition, staff members will consider themselves under the provisions of this policy at any time while students are present under their jurisdiction off the school grounds.

The board directs the administration to ensure that signs are conspicuously displayed designating the prohibition of tobacco use, smoking devices and paraphernalia, and alternative nicotine products at each building.

For purposes of this policy:

Tobacco product means a substance that contains tobacco and is intended for human consumption, including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff.

Alternative nicotine product means any vaping product, whether or not it contains nicotine, including, but not limited to, electronic smoking devices, or products that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and applies to all school-sponsored or school-related events, on or off school grounds
- prohibiting the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law
- prohibiting the possession of all tobacco products, alternative nicotine products, or associated paraphernalia

Potential employees will be informed of the district's drug and tobacco-free policy during the application interview process.

In the event that this policy is not followed, the following sanctions will be taken.

PAGE 2 - ADC - TOBACCO-FREE SCHOOLS

Staff

- first offense - verbal reprimand
- second offense - written reprimand
- third offense - considered insubordination and grounds for termination

Students

The district does not allow students to use or to possess tobacco products, ~~or tobacco paraphernalia,~~ or alternative nicotine products. This restriction applies while students are on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school whether on or off the school grounds.

School administrators will develop procedures consistent with the discipline code of this district in order to enforce this policy.

Professional personnel will carry out programs of education designed to inform students about the hazards of smoking.

Contract or other workers

- verbal reprimand
- notification to contract employer
- removal from district property

Visitors, volunteers, or members of the public

- verbal requests to leave school property
- termination from volunteer positions
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

All staff members are expected to enforce the policy under the direction of the principal or district administrator. Any violation of this policy should be reported to the school or district administration.

Tobacco industry marketing or sponsorship

The district will not accept any contributions or gifts, money or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco, alternative tobacco, or nicotine products ~~use or tobacco products~~ will not be allowed on district grounds or in the possession of faculty, staff or students at district-sponsored events.

(Cf. GBED, JICG)

Adopted 6/23/86; Revised 1/28/91, 3/22/93, 4/25/94, 1/28/05, 2/27/12, 5/19/14

PAGE 3 – ADC – TOBACCO-FREE SCHOOLS

Legal references:

A. United States Code:

1. Pro-Children Act of 1994, 20 U.S.C.A. Sections 6081 – 6084.

B. S.C. Code, 1976, as amended:

1. Section 44-95-10 et seq. - Clean Indoor Air Act of 1990 and penalties for violations.
2. Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).
3. Section 16-17-500 - Supplying minors with tobacco or cigarettes.
4. Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.
5. Sections 16-17-500 and 501 - Youth Access to Tobacco Prevention Act of 2006.

TOBACCO-FREE SCHOOLS/STAFF

Code **GBED** Issued **5/14**

Purpose: To establish the basic structure for tobacco-free schools.

Use of tobacco and tobacco products

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children, detrimental to the health of staff and contrary to the board's objectives to teach appropriate health values and habits. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100% tobacco-free environment.

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Adopted 6/23/86; Revised 1/28/91, 3/22/93, 4/25/94, 1/28/05, 2/27/12, 10/22/12, 5/19/14

PAGE 3 - GBED - TOBACCO-FREE SCHOOLS/STAFF

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TOBACCO USE BY STUDENTS

Code **JICG** Issued **5/14**

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Adopted 6/23/86; Revised 4/25/94, 2/7/02, 3/25/13, 5/19/14

District Five Schools of Spartanburg County

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